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## CURRICULUM STATEMENT AND POLICY

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The primary aim of Waldorf Education is, through the curriculum and pedagogy, to support children in becoming free, creative, independent and moral individuals who are able of themselves to impart purpose and meaning to their own lives, and to be able to contribute in unique ways to the society in which they live.

The core curriculum for Ringwood Waldorf School is set out and described in the book 'The Educational Tasks and Content of the Steiner Waldorf Curriculum' which is referred to as 'the Yellow Book'. This book was developed by experienced teachers in collaboration with the Pedagogical Section of the School of Spiritual Science at the Goetheanum in Switzerland, and is updated as new editions are published. The description of the curriculum represents a body of knowledge that has been developed over the years as a result of direct experience and is not intended to be prescriptive in any way. It outlines the Waldorf Curriculum up to Class 12 (Year 13)

Individual teachers may vary the curriculum at their discretion depending on their perception of the needs of the class as a whole, and for individual children, however this will always be reflected as a pedagogical reason in their lesson plans. In one sense there is no curriculum per se, rather a body of knowledge that reflects good practice which serves the development needs of children.

In addition to this the basic skills as outlined at key stages (Waldorf key stages and not the Key stage 1-2-3 in the state system) will be checked at the conclusion of Class 3, Class 5 and Class 8. These checklists contain the expected standards in numeracy and literacy at each key stage. (The checklists are contained in the vertical curriculum section of 'The Yellow Book'). In addition there is ongoing formative assessment with spelling and maths tests, end of main lesson tests, observation and recording of progress). Whole Class Screening will take place from Class 2.

All Teachers should have a Year Plan, which sets out the development stage of the children in their class as well as the aims and objectives of the curriculum for that year. Lesson Plans will also be available for each Main Lesson block and will show the links to the year plan and the curriculum aims and objectives for the year. Some teachers will maintain a weekly plan as part of a Main Lesson and all teachers will plan daily lessons, however in the main this will show the transitions for each element of the lesson rather than specific content detail.

Subject Teachers lessons are often project orientated and link to the aims and objectives of the Main Lessons. A year Plan for each class will be available for each subject, which will outline the aims and objectives for the year including pedagogical statements with regard to child development. The Year Plan will be further broken down into termly plans by class.

In all instances the curriculum will have regard to the core subjects of numeracy, literacy and science as well as the foundation subjects of history, geography, handwork, music, art and physical development. I.C.T. is not offered until children enter the Upper School.

Health and Wellbeing together with Sex Education are an integral part of the curriculum as well as being taught as separate subjects from Class 7 upwards.

Curriculum Development is seen as a core task in the school and a budget is provided for this purpose. The staff engage in study related to curriculum development at weekly meetings and in various courses and seminars. Regular Pre-Term Meetings are also held as INSET days, which address curriculum development. Teachers share their work with colleagues on a regular basis. The Pedagogical Section of the Anthroposophical Society also engages in ongoing curriculum research and this is available to teachers.

The curriculum aims to meet the development needs of the pupils which broadly speaking can be characterised as thinking, feeling, and willing. Underlying this broad scheme the curriculum prepares the pupils for the opportunities, responsibilities and experiences of everyday and progressively for adult life.

The pedagogy is differentiated to meet the needs of individual pupils.